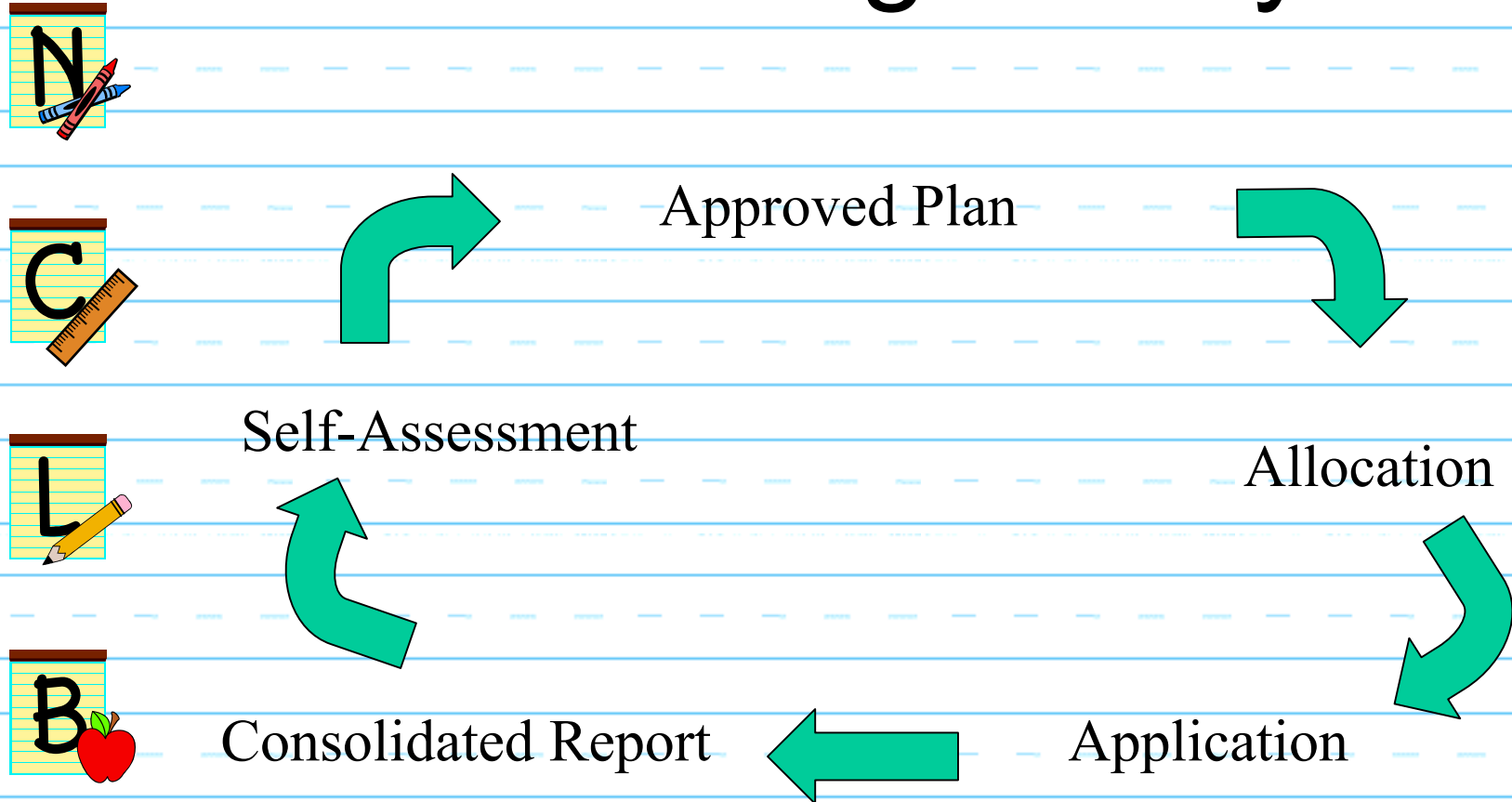


NCLB Plans



Presented by the
Arizona Department of Education

NCLB Program Cycle



NCLB Interim Plans

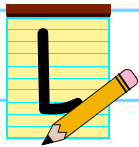


- Why a Consolidated Plan?



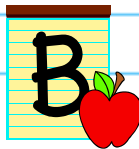
- IASA (1994) and NCLB (2001)

- Needs assessment

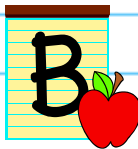


- Using resources effectively

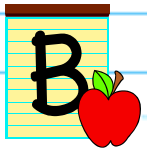
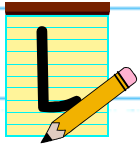
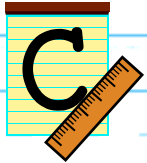
- Management tool



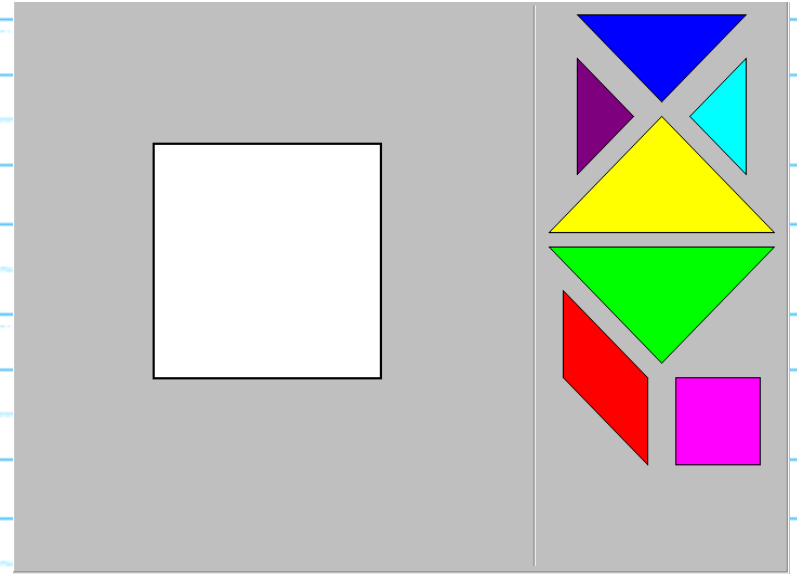
- Program effectiveness

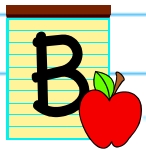
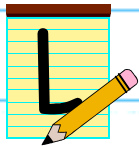


Improved student achievement for ALL students

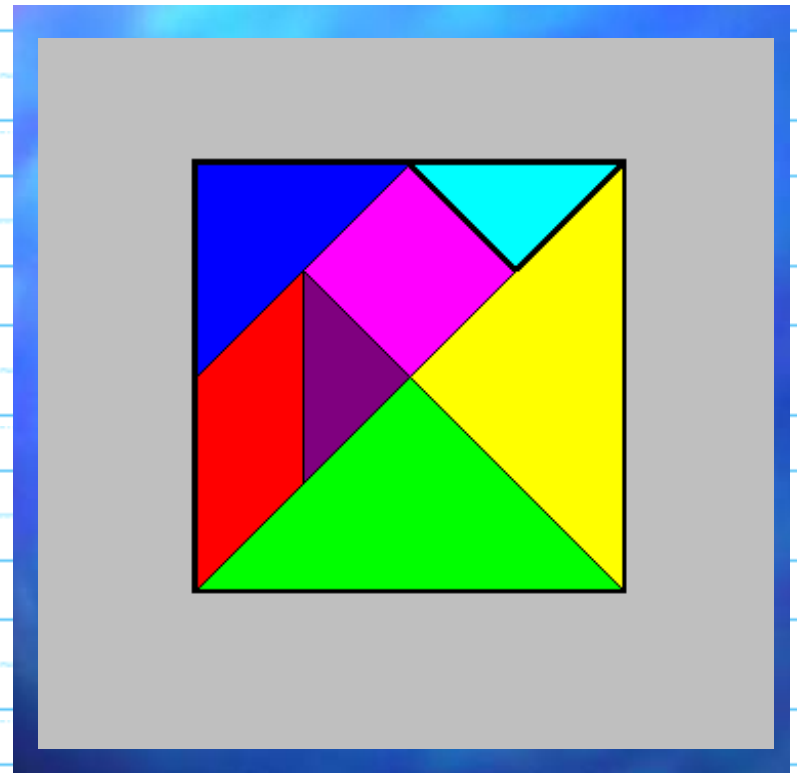


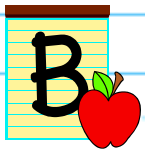
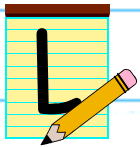
Putting together
the pieces



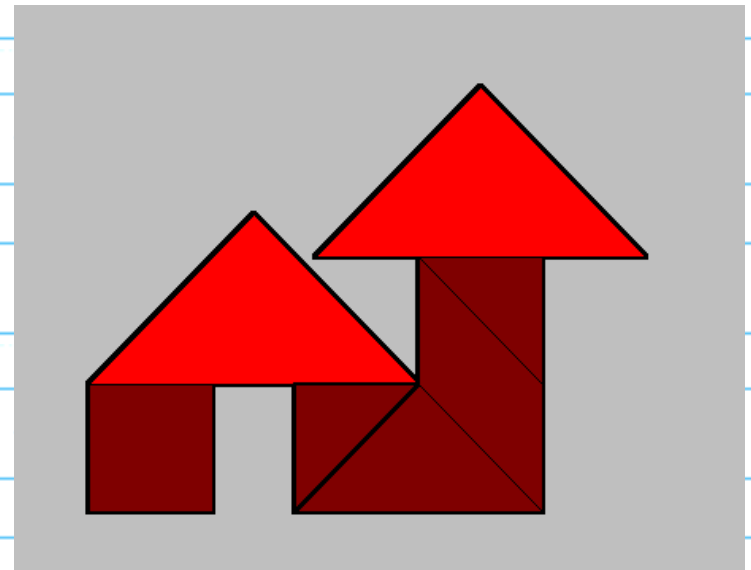


To make a
complete picture





Unique to your
LEA



Interim NCLB Plans



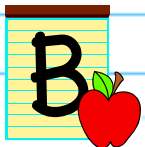
- Fulfill the requirement of an approved plan that allows funding to LEAs



- Provide information for transition to NCLB Programs



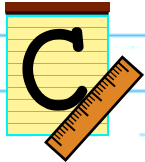
- Establish baselines for goals and performance indicators



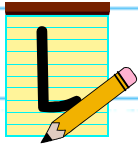
Interim Plans



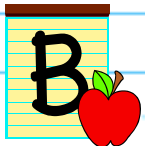
- Submitted on-line through the ADE Common Logon - no paper forms required



- System access is limited to those who have passwords from Grants



- Currently under review by ADE



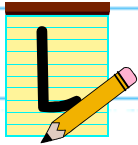
NCLB Programs



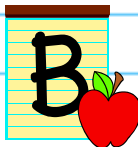
- Title I-A
- Title I-C



- Title II-A
- Title II-D
- Title I-D
- Homeless



- Title III
- Title IV-A/State Chem



- Title V-A

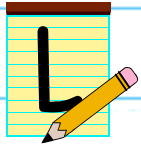
NCLB Plan Approval



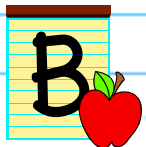
- Separate from fiscal application review/approval



- Role of ASD specialists



- Assist CPU with application review
- Complete Interim Plan review



- Direct contact for plan revisions

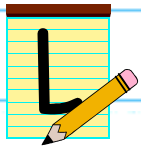
Interim NCLB Plan Sections



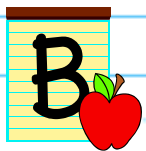
- Assurances



- Plan Development



- Goals



- Activities and Program
Descriptions

- Assessment and Data Collection

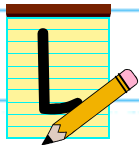
(Did you read the) Assurances ?



- General

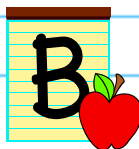


- Title I



- Title I Comparability

- Homeless Education



- Title II-A

Assurances



- Title III

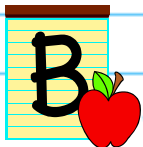


- Title IV-A

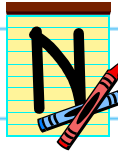


- Title V

- Participation of Private School Children and Teachers



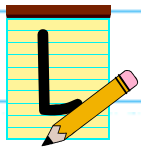
Plan Development



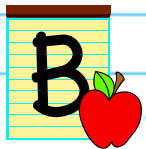
- Date LEA Planning Committee established



- A list of the participants
- Dates the committee will meet



- Completion date of the plan
- Projected approval date of the plan by the LEA board



- Other pertinent information in the planning process

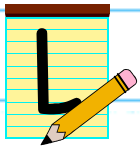
Plan Development



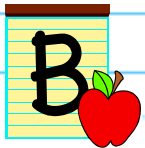
- Be sure committee is representative of stakeholders



- Role of consultant?





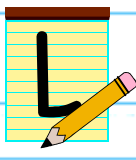
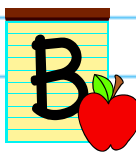
- Includes teachers and parents, not just administrators



- More specific meeting timeline, not “quarterly”

Goals

- 
- cut across programs and outline the specific means toward achieving the overall purpose of the *No Child Left Behind Act* – improved student achievement for all students.

- 
- 
- the LEA agrees to adopt, **at a minimum**, the five goals and the associated performance indicators as a basis for its NCLB Plan
- 

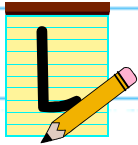
Goals



- By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

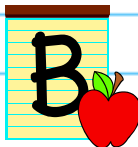


- By 2005-2006, all students will be taught by highly qualified teachers.



- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.

- All students will be educated in learning environments that are safe, drug free, and conducive to learning.

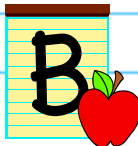
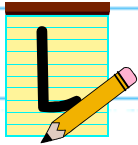


- All students will graduate from high school.

Goals



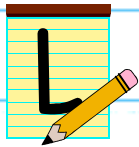
- Be sure the goals are understood by everyone
- Not optional



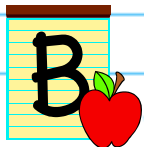
Activities and Program Descriptions



- Explain your comprehensive approach to program planning and implementation



- Provide brief, but comprehensive responses - across programs



Activities and Program Descriptions

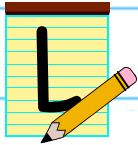


- LEA activities



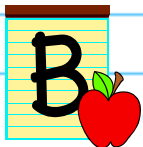
- Identifying Title I schools - 1113

- Parent activities - 1118



- Professional development - 9101

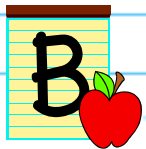
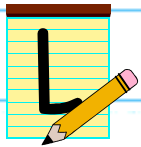
- Parents Right to Know - 1111



Title I – 1113 and 1118



- Identifying Title I schools should include details of the process - poverty measure used, cut off percentage, how schools are rank-ordered



- Parent compacts and policies are not activities

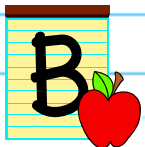
Title I - PD



- Professional development is determined by needs assessment



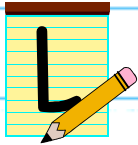
- Do not just reply that the PD activities will meet the 9101 definition - explain how the PD activities are related to the allowable activities and/or are high quality, sustained and intensive and classroom-focused.



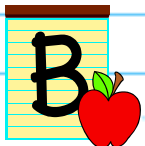
Title I - 1111



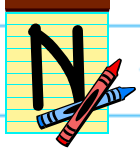
- In notifying parents of their rights, an LEA should look to more than one format, unless it can be explained that 100% of the parents participate in order to receive the information



- How is format accessible to all parents; i.e., web site where parents have little computer access is not realistic



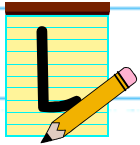
Activities and Program Descriptions



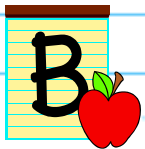
- Title I-A



- Targeted assistance or schoolwide
- SW plans



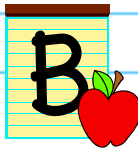
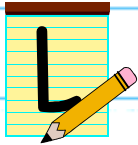
- Title I-D



- Serving neglected or delinquent students

Title I – TA or SW

- The LEA must explain its process of evaluating annually the TA or SW programs of its schools and how changes are made based on the results.



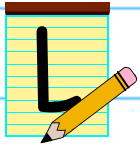
Activities and Program Descriptions



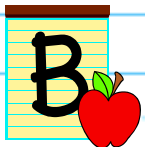
- Title II-A



- Coordination
- Class-size reduction

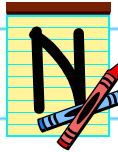


- Title II-D



- 25% for professional development
- ED Tech plan coordination

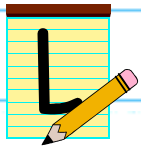
Title II-A



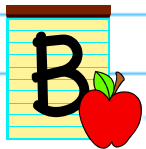
- All PD activities must be described and the coordination among programs outlined.



- Class-size reduction explanations are incomplete, need to show that it is a new or continuing CSR-funded position now funded under Title II-A



- Remember: continuing CSR activities must be justified by the needs assessment



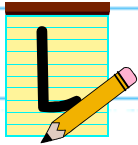
Activities and Program Descriptions



- Title III

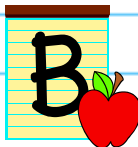


- Supplement your ELL program
- Assessment



- Title IV

- Coordination of prevention programs



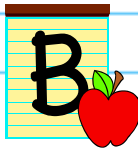
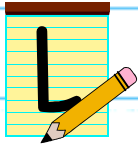
Title III



- Supplement academic activities - in this case, ELL programs



- Assessment should have been identified; no ELLs - contingency plan if an ELL enrolls.



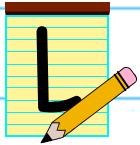
Activities and Program Descriptions



- Title V-A

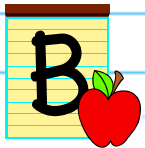


- Use of V-A funds



- Title VI

- SRSA Program - Alternative Use of Funds (old REAP) goals



- Transferability intent

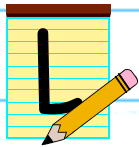
Title V-A



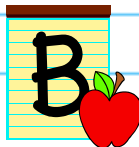
- Activities descriptions should address all 3 items:



- tied to promoting the Arizona Academic Standards



- used to improve student achievement, and

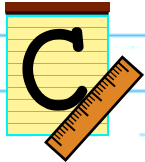


- are part of an overall education reform program strategy

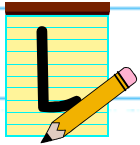
Assessment and Data



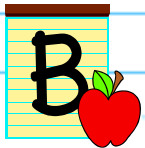
- Include all students



- Measure academic progress



- Measure English proficiency
- Create high expectations for all



- Disaggregate data
- Disseminate results

Assessment



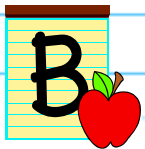
- Identify the subgroups in your student population

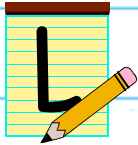


- Include how non-AIMS grade levels are assessed for standards achievement

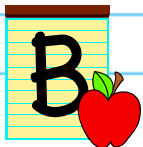


- Distinguish between PHLOTEs and ELLs





A few words about final plans vs.
interim plans ...



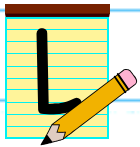
Final NCLB Plans



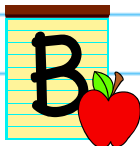
- establish the framework to carry out the overall philosophy of NCLB,



- encourage the integration of local, state, and federal programs, and



- describe comprehensive planning for supplemental service delivery across multiple programs, utilizes resources effectively, and avoids duplication



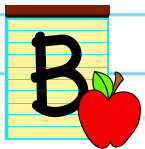
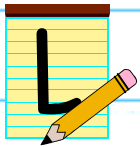
Final NCLB Plans



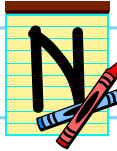
- coherent, well-integrated,
comprehensive educational plan that
will result in improved teaching and
learning



- to be developed during the upcoming
year, extend through the NCLB
authorization period, and will be due
June 30, 2003



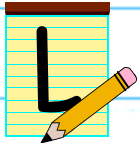
Current Tasks in Developing the Final Plan



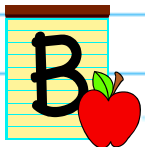
- academic and non-academic needs assessments



- data collection and analysis
- use of scientifically based research



- setting of targets for performance indicators of NCLB goals



- continue needs assessment of and planning for professional development, especially in developing HQ staff

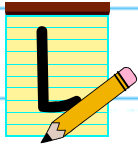
Resources



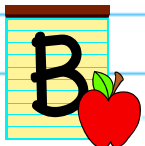
- <http://www.ade.az.gov/asd>



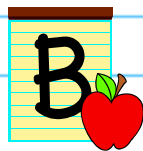
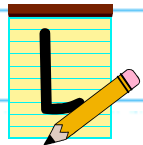
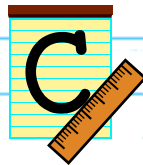
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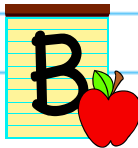
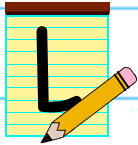
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